

Design Basics: Drawing/Painting

Unit #: APSDO-00067509
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Grade(s): 2
Subject(s): Visual Arts
Course(s): GR. 2 - ART

Unit Focus

In this unit second grade students will learn to sketch and combine basic shapes in drawing real-life objects. Students will apply their learning by utilizing these techniques as preliminary steps in a variety of projects. Primary instructional tools and materials include pencil and paper. In this unit, second graders will also learn to use wash and dry brush techniques. Student growth will be measured by observation and finished art. Primary instructional materials include a variety of paints, brushes, and other art media.

Stage 1: Desired Results

Established Goals	Transfer	
Standards <ul style="list-style-type: none"> • Connecticut Goals and Standards <ul style="list-style-type: none"> ◦ Visual Arts: PK-12 <ul style="list-style-type: none"> ▪ CREATING <ul style="list-style-type: none"> ▪ Generate and conceptualize artistic ideas and work. (ART.CREA.01 PK-12) ▪ Organize and develop artistic ideas and work. (ART.CREA.02 PK-12) ▪ Refine and complete artistic work. (ART.CREA.03 PK-12) 	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>	
	T1 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.	
	T2 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.	
	T3 (T102) Provide specific, actionable feedback to another artist during the creative process.	
	Meaning	
	Understanding(s)	Essential Question(s)

	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U100) Artists plan, problem solve, and revise ideas throughout the creative process.</p> <p>U2 (U105) The materials and techniques you use and the way you use them affect the craftsmanship/quality of your work.</p> <p>U3 (U101) Artists effectively communicate by using the elements and principles of design.</p> <p>U4 (U300) Feedback is effective when specific suggestions are shared in order to help the artist achieve a desired result.</p> <p>U5 (U104) Artists improve through exploration and experimentation with materials, tools, techniques, and concepts.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas?</p> <p>Q2 (Q102) How and when do I step back/evaluate my work to figure out what I need to do next?</p> <p>Q3 (Q101) What do I do when I'm stuck? What will help me keep improving?</p> <p>Q4 (Q300) How do I use what I know to evaluate a work in progress? What ideas can I suggest to make it better? How do I share that in a helpful way?</p> <p>Q5 (Q105) What happens when I try something new to improve my artwork? When should I do it again? When should I try something different?</p>
Acquisition		
Knowledge		Skill(s)
	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 How to look for and use basic shapes as a first step in drawing real life objects</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Sketching basic shapes and combining them to draw or paint real life objects</p> <p>S1 Identifying basic shapes in real-life objects</p> <p>S2 Using wash and dry brush techniques</p>